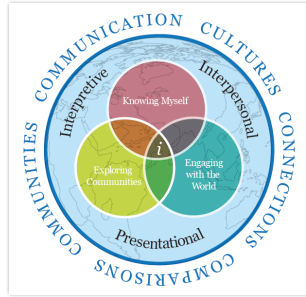


Planning for Learning: Using the IPA as an Instructional Focus



Laura Terrill
August 2017

lterrillglastonbury.wikispaces.com

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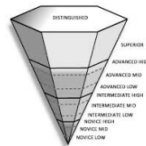
key questions

What? ➡



WORLD-READINESS STANDARDS
FOR LEARNING LANGUAGES

How well? ➡

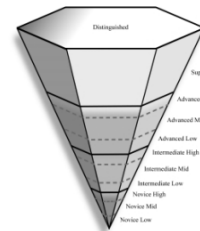


ACTFL

3

Performance and Proficiency

Proficiency



ACTFL

Performance



4

What does it mean to be proficient?



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ACTFL – Proficiency

- Branches: Text Type
- words
 - sentences
 - paragraphs

- Roots: Content & Contexts
- Topics
 - Social Situations



- Leaves: Accuracy
- Pronunciation
 - Grammar
 - Vocabulary
 - Socio-linguistic appropriateness
 - Fluency

- Trunk: Functions
- Ask & answer questions
 - Describe
 - Compare & contrast
 - Narrate & describe
 - Support an opinion

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Chantal Thompson

Proficiency



Proficiency

- ☐ Independent of specific classroom instruction
- ☐ Spontaneous
- ☐ Broad content and context
- ☐ Sustained performance across all the tasks and contexts for the level

7

Proficiency-based Rubric

Interpersonal Mode – Novice Learner

Criteria	Exceeds Expectations	Meets Expectations		Does Not Meet Expectations
		Strong	Minimal	
Language Function <i>Language tasks the speaker is able to handle in a consistent, comfortable, sustained, and spontaneous manner.</i>	Creates with language by combining and recombining known elements; is able to express personal meaning in a basic way. Handles successfully a number of uncomplicated communicative tasks in straightforward social situations, primarily in concrete exchanges and topics necessary for survival in target-language cultures.	Uses mostly memorized language with some attempts to create. Handles a limited number of uncomplicated tasks related to basic personal information and some activities, preferences, and immediate needs.	Uses memorized language only, familiar language.	Has no real functional ability.

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Taken from: ©2013 Implementing Integrated Performance Assessment

From Skills to Modes



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Performance



Performance

- ☐ Based on classroom instruction
- ☐ Practiced
- ☐ Familiar content and context
- ☐ Learners practice the functions and related structures, vocabulary through a variety of tasks to get ready for the final performance assessment tasks

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NCSSFL-ACTFL Global Can-Do Benchmarks

	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid
Interpersonal Communication	I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.	I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.	I can communicate and exchange information about familiar topics using phrases and single sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on familiar topics using sentences and series of sentences. I can handle short social interactions in everyday situations by asking and answering a variety of questions. I can usually say what I want to say about myself and my everyday life.
Presentational Speaking	I can present information about myself and some other very familiar topics using single words or memorized phrases.	I can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.	I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.	I can present information on most familiar topics using a series of simple sentences.	I can make presentations on a wide variety of familiar topics using connected sentences.
Presentational Writing	I can copy some familiar words, characters, or phrases.	I can write lists and memorized phrases on familiar topics.	I can write short messages and notes on familiar topics related to everyday life.	I can write briefly about most familiar topics and present information using a series of simple sentences.	I can write on a wide variety of familiar topics using connected sentences.

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Performance Rubric – Interpersonal Task

	Strong Performance 10	Meets Expectations 8	Approaching Expectations 7	Struggling 6
How well am I understood?	easily understood; errors in speaking are minor and do not interfere with communication.	understood most of the time; may need to repeat or reword occasionally; errors in speaking do not interfere with communication.	difficult to understand at times; may ask for help expressing ideas; some errors may interfere with communication.	extremely difficult to understand; repeat frequently; errors interfere with communication.
How involved am I in the conversation?	ask a variety of relevant questions to keep the conversation going; respond to questions and/or add follow-up comments; encourage others to participate.	ask relevant questions to keep the conversation going; respond to questions and/or make a follow-up comment; equal participant in conversation.	ask a few relevant questions; give simple or minimal answers to questions.	ask random questions that may or may not be on topic; minimal participation.
How easily do I deliver my thoughts?	conversation flows with few pauses	hesitations occur but seem natural; complete thoughts.	hesitations occur and are awkward; few or no incomplete thoughts.	speech is slow and halting; long pauses may occur; struggle to complete or do not complete thoughts.
How do I demonstrate that I can correctly use the new vocabulary from the unit?	successfully use many new words and personal vocabulary related to the unit; elaborates to complete the task	successfully use new words related to the unit to complete the task.	successfully use a few of the new words related to the unit to partially complete the task.	rely on simple and very familiar vocabulary to partially complete the task.
What cultural knowledge and understandings do I share?	add relevant information about the target culture; use cultural gestures and/or expressions appropriately.	refer to relevant information about the target culture; may use cultural gestures and/or expressions appropriately.	make limited or no references to the target culture; may use a cultural gesture or expression.	respond only from personal point of view or perspective.

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PERFORMANCE towards PROFICIENCY



Demonstration of performance within a specific range (novice, intermediate, advanced) **may be an indication of proficiency**; performance on a variety of assessments provides evidence of how the learner may be rated for proficiency.

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Text Type

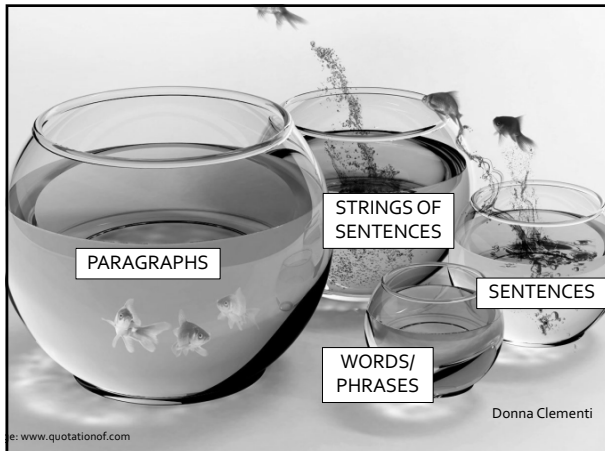
Quantity and Organization of Language Expands

- Isolated words
- Words and phrases
- Discrete sentences
- Strings of sentences
- Connected sentences
- Single paragraphs
- Multiple paragraphs
- Extended cogent discourse



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Donna Clementi

e: www.quotationof.com



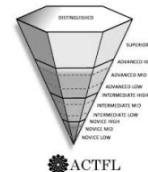
key questions

What? →



WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES

How well? →



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Curriculum as Mirror and Window



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Communicatively Purposeful

Culturally Focused

Intrinsically Interesting

Cognitively Engaging

Standards-Based

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Theme + Topic + Essential Question

AP Themes <ul style="list-style-type: none"> Personal and Public Identities Global Challenges Families and Communities Contemporary Life Beauty and Aesthetics Science and Technology 	Topic
	Food
	Family
	Travel
	Houses

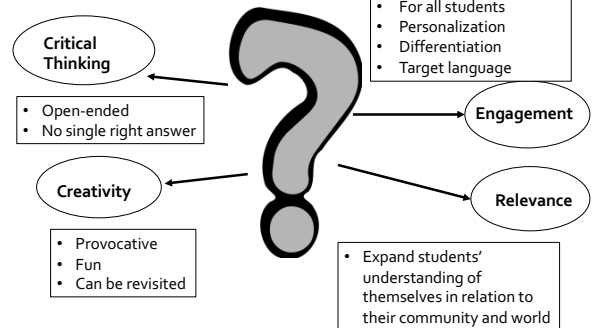


"A coherent curriculum spirals around a set of "big ideas" and recurring Essential Questions."
J. McTighe (2012)

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What makes a question essential?



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World-Readiness Standards for Learning Languages



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Theme + Topic + Essential Question

Global Themes <ul style="list-style-type: none"> Belonging and Identity Creativity Challenges Discovery Exploring Time and Place Well-being 	Topic
	Friends
	School
	Animals
	Food



Unit Title	Making Friends		
Language & Grade/Level	Kindergarten - Novice Low/Mid	Approx # of Weeks	15
		Approx # of minutes weekly	55
Theme & Topic	Belonging/Identity: Making Friends		
Essential Question(s)	Who am I? Who are you?		

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Cultures

Relating Cultural Practices to Perspectives

Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.



Relating Cultural Products to Perspectives

Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

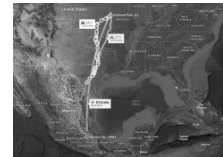
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Connections

Making Connections

Learners build, reinforce, and expand their knowledge of other disciplines while using the language to think critically and creatively to solve problems.



Acquiring Information and Diverse Perspectives

Learners acquire information and access diverse perspectives that are available through the language and its culture.

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Comparisons

Language Comparisons

Learners use the language of study to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.



Cultural Comparisons

Learners use the language of study to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

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Communities

School and Global Communities

Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.



Lifelong Learning

Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

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Belonging/Identity: Making Friends Who am I? Who are you?



Standards to be included in Communication

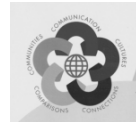
Relating Cultural Practices and Products to Perspectives

Product: Mexico flag
Practice: national identity
Perspective: all countries have flags as symbols

Product: animal associated with Mexico - parrot, jaguar
Practice: pride in animals found in your country
Perspective: there are animals that are special to Mexico

Cultures	Standards to be included in Communication	
	Relating Cultural Practices and Products to Perspectives	
Connections	Making Connections to Other Disciplines	Acquiring Information and Diverse Viewpoints
	• Social Studies - US/Mexico	Formal v. informal greetings for adults
Comparisons	Language Comparisons	Cultural Comparisons
	• Time of day greetings	bold eagle of US/golden eagle of Mexico
Communities	School and Global Communities	Lifelong Learning
	meeting someone who speaks Spanish in their school community	Students will self-assess based on the can-do statements from the unit.

Belonging/Identity: Making Friends Who am I? Who are you?



Unit Title	Making Friends		
Language & Grade/Level	Kindergarten - Novice Low/Mid	Approx # of Weeks	15
		Approx # of minutes weekly	55
Theme & Topic	Belonging/Identity: Making Friends		
Essential Question(s)	Who am I? Who are you?		
Unit Overview			
Unit Goals <i>What should learners know and be able to do by the end of the unit?</i>	Learners will be able to: <ul style="list-style-type: none">• Greet others in culturally appropriate ways• Introduce self and ask others for their name• Comment on how they feel and inquire about how others feel• Say what I like or don't like• Name colors of US and Mexico flag• Say if they speak Spanish or English in US and Mexico		

Contemporary Life: Vacation Time Why travel? What is the ideal vacation?

Rencontrer les voyageurs!

2016年学校假期即将开始! 学校假期将至!

LA PLAGE
Se lever avec le sourire
Se baigner dans de crèmes solaires
Enfiler des nus-pieds
Se promener les pieds dans l'eau
Ramasser des coquillages
Construire des châteaux de sable
Profiter du Soleil
Jouer avec les vagues

¿QUIERES SER FELIZ? DEJA DE COMPARAR COSAS! ¡VETE DE VIAJE!

VIAJAR
TE CAMBIA LA VIDA, TE HACE MÁS FELIZ.

Contemporary Life: Vacation Time Why travel? What is the ideal vacation?



Learners will be able to-

- give reasons for their travel preferences - weather, activities, learning experiences, helping others, etc.
- describe past vacations sharing simple details (when, where, why, with whom, what they did, how it was)
- discuss plans for future vacations (when, where, why, with whom, what are they going to do)
- compare their vacation activities and schedules to those of others in different cultures
- make, accept and refuse suggestions based on what they and others want or like to do
- name and locate popular vacation destinations in target cultures; comment on a "must see or do", a "must eat" regional food, etc.
- explain why (city) is or is not an ideal vacation destination
- create a packing list specific to various destinations

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Using art, literature, film in thematic units

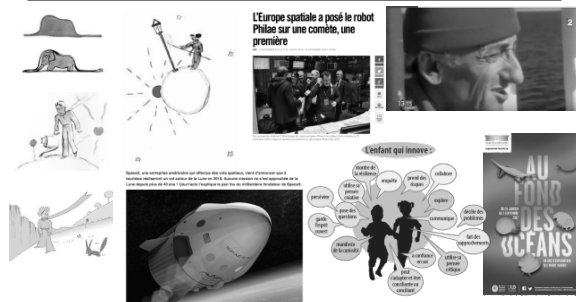
Grade	Literary	Informational
4	50%	50%
8	45%	55%
12	30%	70%

Remember: AP uses informational text, AP Spanish Literature suggests reading excerpts.

Common Core State Standards
for English Language Arts and Literacy

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Science and Technology: Our Curious Selves Why does man explore?



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Science and Technology: Our Curious Selves Why does man explore?

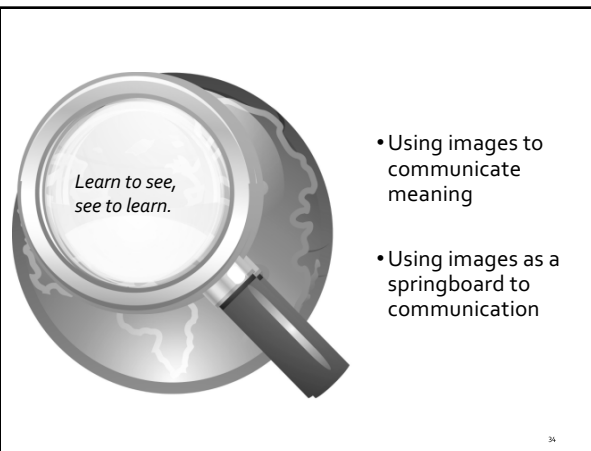


Learners will be able to:

- Explain the plot, characters, scenes, symbolism and themes in *Le Petit Prince*
- Describe the characters and their priorities in *Le Petit Prince* and evaluate the degree to which these characters and priorities exist today
- Retell both literary and informational stories of exploration
- Define curiosity and give examples from their own lives and from the texts they are reading
- Discuss why exploration is important to man and why failure is often part of exploration
- Share information about a specific exploration giving simple details — who, what, when, why and result

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Importance of Authentic Texts

Authentic Text – text written by speakers of the target language for speakers of the language

- Real-world
- Culture rich
- Models of correct language



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Authentic Text = Authentic Images



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VISUAL LITERACY

The ability to interpret and understand visual texts, with "texts" being broadly defined as any print visual item, including artwork, picture books, advertising, web sites, or any other item that can be visually interpreted.

"...being able to read the visual aspects of one's surroundings. Someone who is visually literate is able to recognize the natural and manmade symbols around one and interpret their meanings in the same way as those who live in that environment would interpret them."

---Genelle Morain

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What do you see?



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"...interpret their meanings in the same way as those who live in that environment would interpret them."

---Genelle Morain



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Lead with Culture

Ready to go to the beach for a day?

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The Culture Triangle

Products

Practices

Perspectives

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Products — Practices — Perspectives



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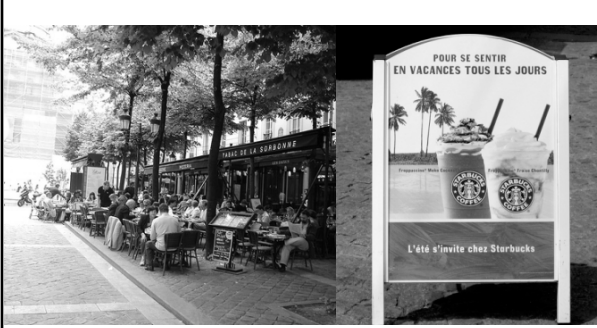



Image: www.flickr.com/photos/swperman/559582243/sizes/m/

Sample Can Do:
I can ask and answer questions about what I and others do with friends and family.




Sample Can Do:
I can describe an extreme weather event.


Getting the most out of a text



Read and/or listen



Talk about it



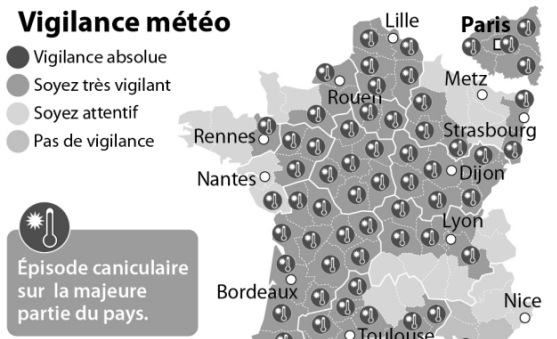
Write about it

- How can you best use this text in the **interpretive** mode?
- What **interpersonal** conversation would students be likely to have on this topic?
- What might students do in the **presentational** mode as a way of making learning more concrete?

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Vigilance météo

- Vigilance absolue
- Soyez très vigilant
- Soyez attentif
- Pas de vigilance




Sample Can Do:
I can describe an extreme weather event.

¿Sabías qué?



- Al vaciar el estanque del WC: 7 y 10 litros
- Al lavarse los dientes con agua corriendo: 20 litros
- Ducharse: 80 y 120 litros
- Al ocupar la lavadora: 285 litros
- Al lavar los platos a mano: 15 y 30 litros
- Al descongelar los alimentos bajo una ll. abierta: 24 litros
- Al lavar el auto...: 400 litros
- Al darse baño de tina: 200 litros

Sample Can Do:
I can comment on how much water is used.



Sample Can Dos:
I can ask and answer questions about where I live.
I can say how I am different.

Que font-ils cet été ? Abass, 7 ans, Sénégalais

Voici Abass, un Sénégalais de 7 ans qui habite à Dakar, la capitale du Sénégal. Il parle le wolof, la langue la plus courante au Sénégal. Mais il maîtrise aussi très bien le français. Dans son pays, les vacances durent trois mois: la chance!

Here's Abass, a Senegalese who is 7 years old who lives in Dakar, capital of Senegal. He speaks Wolof, the most common language in Senegal. But he also speaks French very well. In his country, the holidays last three months: luck!

Mot du jour : Sénégal

Le Sénégal est un pays de l'Afrique de l'Ouest. Il longe l'océan Atlantique. Il est entouré par la Mauritanie, le Mali, la Guinée et la Guinée-Bissau. À l'intérieur de ses terres, se trouve un tout petit pays, la Gambie. Au Sénégal, il y a 14 millions d'habitants.

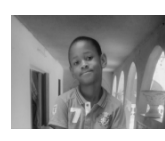
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<http://2joursactu.com/monde/que-font-ils-cet-ete-abass-7-ans-senegalais-65837/>

Explain the images found in the article....



Dakar
Capitale du Sénégal



Abass, 7 ans, parle français et wolof



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Interpretive Mode

Mot du jour : Sénégal

Le Sénégal est un pays de l'Afrique de l'Ouest. Il longe l'océan Atlantique. Il est entouré par la Mauritanie, le Mali, la Guinée et la Guinée-Bissau. À l'intérieur de ses terres, se trouve un tout petit pays, la Gambie. Au Sénégal, il y a 14 millions d'habitants.



Students write/think of questions in target language that are answered in the text. Then, they pair and ask each other.

Senegal is a country in western Africa. It is along the Atlantic Ocean. It's surrounded by Mauritania, Mali, Guinea and Guinea-Bissau. In the middle of it's land, there is a little country, Gambia. In Senegal, there are 14 million people.

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Where is Senegal? Is Senegal in Africa or Europe? How many people live in Senegal?

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Presentational Mode



My name is... I live in... In summer I play sports. I really like...

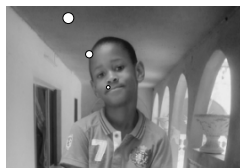
Create a written or spoken introduction of yourself. Select a few pictures and give some information about where you live, your age, what you do, etc.

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Interpersonal Mode

Imagine the conversation between the two children.




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Global Challenges: Schooling Around the World What role does school play in our lives?


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<http://ajouractu.com/monde/enfant-photo-philippines-84059/>

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Interpretive Mode




Daniel Cabrera a 9 ans. Il vit aux Philippines, un pays d'Asie du Sud-Est, situé à plus de 11 000 kilomètres de la France. Les Philippines sont constituées de plus de 7 000 îles. Daniel vit à Cebu, une île située au centre de l'archipel philippin.

Students write questions in target language that are answered in the text. Then, they pair and ask each other.

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Presentational Mode

Give 4 or 5 simple sentences. Have students work in pairs or small groups to write a better sentence with the same ideas.





- Daniel is young.
- He is a student.
- He likes school.
- He studies.
- He studies at night.

Daniel is a young student who studies at night because he likes school.

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Interpersonal Mode

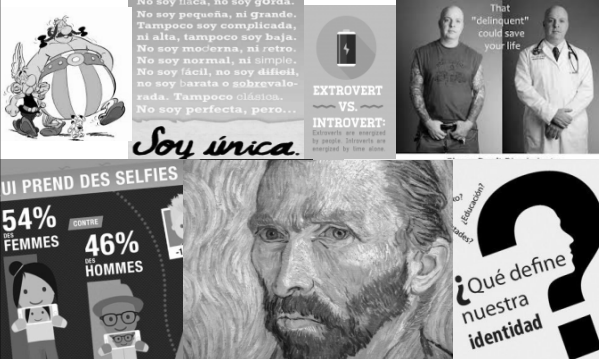
Imagine the conversation between the two children.

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Personal and Public Identities: The Faces of Me

What determines a person's identity? Who is the "real" me?



No soy flaca, no soy gorda. No soy pequeña, ni grande. Tampoco soy complicada, ni alta, tampoco soy baja. No soy monje, ni rebo. No soy normal, ni simple. No soy fácil, no soy difícil, no soy barata o sobrevalorada. Tampoco odiosa. No soy perfecta, pero...

Soy única.

EXTROVERT VS. INTROVERT: Extroverts are outgoing to people, introverts are reserved by their own.


54% FEMMES 46% HOMMES

¿Qué define nuestra identidad?

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Before Reading: Prediction

Brainstorm vocabulary, create questions



<http://actualidad.rt.com/sociedad/view/118840-selfie-peligroso-telefono-foto-video-1gros>

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Before Reading: Prediction



- Students write:
 - headline
 - photo caption
 - first paragraph or lines of article
- Students then share what they have written with other students/groups.
- Students predict which version is most likely.
- Students read the actual article and then compare that information with their predictions.

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During reading

Students read the actual article and compare to their predictions. They use the SUMMER reading strategy as they read.



- S** Set procedure for knowing when you are finished and ready to work together.
- U** Read individually to understand the text.
- M** One person should mention the main ideas without looking at the text.
- M** The other person should monitor what is being said, listening for errors or omissions.
- E** The person who was listening should elaborate, ask questions, make connections, etc.
- R** Both students construct an overall review/summary of the text.

Students add useful vocabulary to personal vocabulary.

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Subsequent learning episodes/days
Extend to other modes



Interpersonal

- Role play an interview with this young man.
- Share your opinions about the actions of this person. Talk over the "dangerous" things you have done.
- Role play the conversation this young man might have with his mom after she saw this posted on social media.

Presentational

- Write the comments you would include on any social media site where you saw this picture.
- Tweet to call attention to this event.

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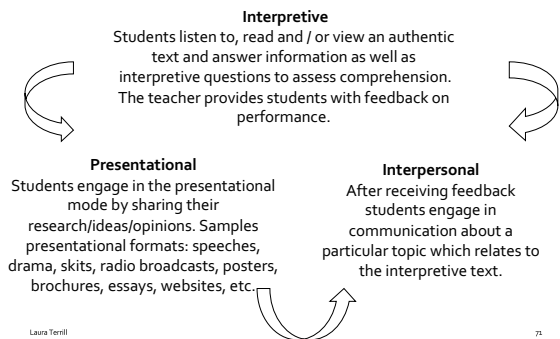
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ACTFL Integrated Performance Assessment



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Performance Based Assessment

- Do the tasks address the major goals of the unit?
- Do the tasks match the targeted performance level?
- Do they address some aspect of the essential question?
- Are they real-world tasks?
- Do they address 21st Century Learning skills — communication, collaboration, creativity and innovation and critical thinking and problem solving?

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Contemporary Life: Vacation Time

Why travel? What is an ideal vacation? (NH/IL)

Interpretive

1. Read various texts about different travel destinations and demonstrate an understanding of key details. (brochures, blogs, ads, etc.)
2. Read an infographic that shares information on why people travel in different cultures.
3. Listen to a promotional piece for a travel destination and demonstrate an understanding of key ideas.

Presentational

On-Demand: Write about a vacation you want to take where the target language is spoken. Explain why you want to go there. Comment on activities that you are going to do so that you can experience as much of the target culture as possible.

Project: Explain a trip saying what you did on a particular vacation. Create a presentation that is designed to cause others to want to visit.

Interpersonal

You are talking over your vacation plans with a friend. You are both fortunate enough to be headed for destinations where the target language is spoken. Ask and answer questions to find out the details. Identify similarities and differences between your vacations. Be sure to comment on cultural aspects of your vacation.

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Advanced Placement Exam Format

Section		Number of Questions	Percent of Final Score	Time
Section I: Multiple Choice				Approx. 95 minutes
Part A	Interpretive Communication: Print Texts	30 questions	50%	Approx. 40 minutes
Part B	Interpretive Communication: Print and Audio Texts (combined)	35 questions		Approx. 55 minutes
	Interpretive Communication: Audio Texts			
Section II: Free Response				Approx. 95 minutes
Interpersonal Writing: E-mail Reply		1 prompt	50%	15 minutes
Presentational Writing: Persuasive Essay		1 prompt		Approx. 55 minutes
Interpersonal Speaking: Conversation		5 prompts		20 seconds for each response
Presentational Speaking: Cultural Comparison		1 prompt		2 minutes to respond

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What percentage of your grade is allocated to interpersonal (unrehearsed) communication?

<http://www.flickr.com/photos/dilaudid/4954719152/sizes/m/>
Markus Koljonen - website: <http://blackswan.carbonmade.com>

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Possible Gradebook Categories

%	Category	What it measures.
10%	Learning Practice	Grades in this category reflect the preparation work that you will do to be ready to use the language in real world ways. Homework, participation, in-class work, discrete point vocabulary and grammar quizzes count in this category.
30%	Interpersonal (Speaking)	The interpersonal mode of communication measures how well you speak the language and is the mode that prepares you to speak the language. You speak or write to exchange information in natural ways and you do not have a chance to script or memorize conversations or dialogues.
30%	Interpretive (Reading and Listening)	The interpretive mode of communication measures how well you understand spoken or written authentic texts. There is no opportunity to interact with others so you must be able to understand the spoken or written text on your own.
30%	Presentational (Speaking or Writing)	The presentational mode of communication allows you to think about what you will say or write. When writing, you may have time to draft and revise before producing a final product. When speaking, you may be able to rehearse and/or to record multiple times until you are satisfied with the final product.

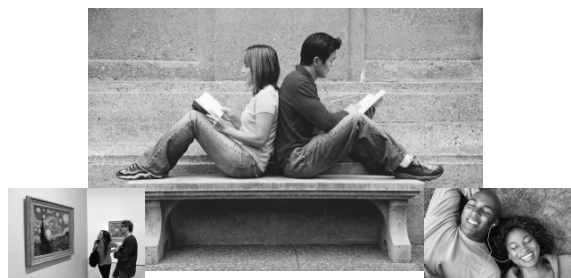


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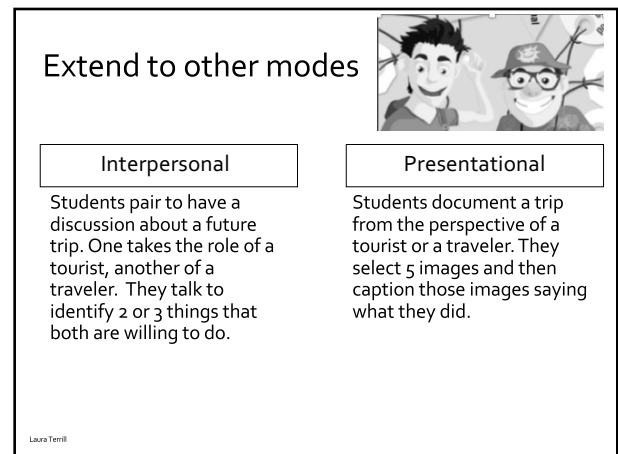
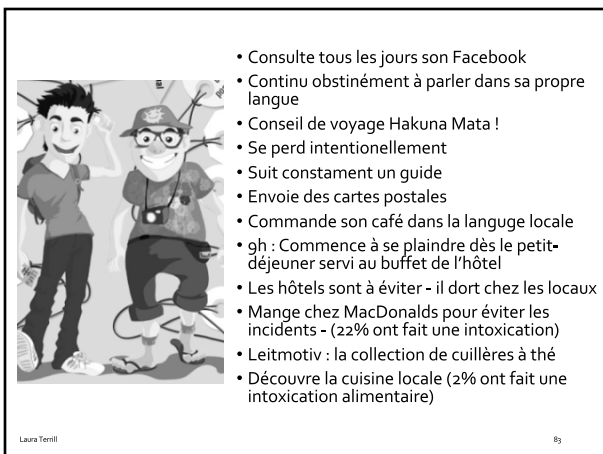
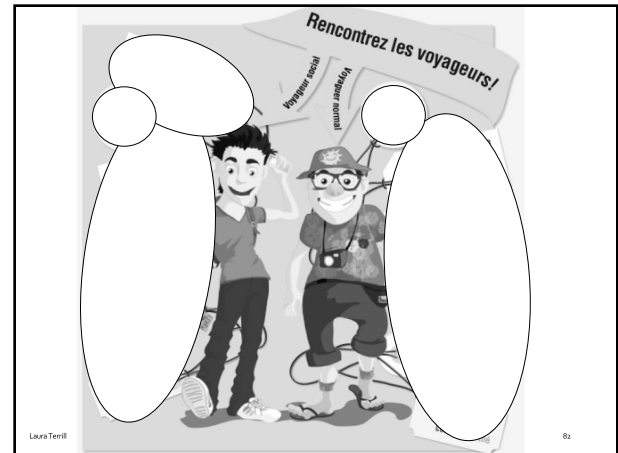
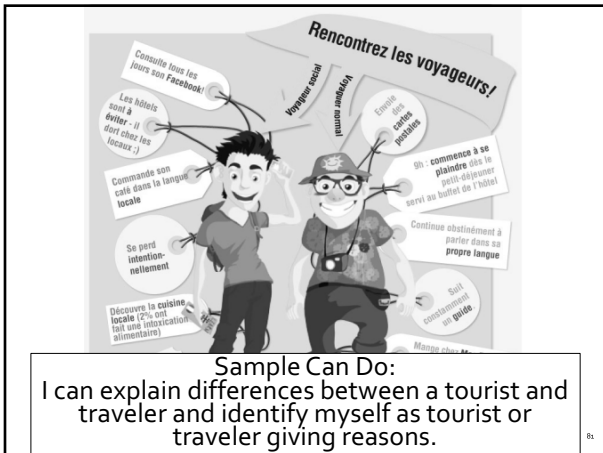
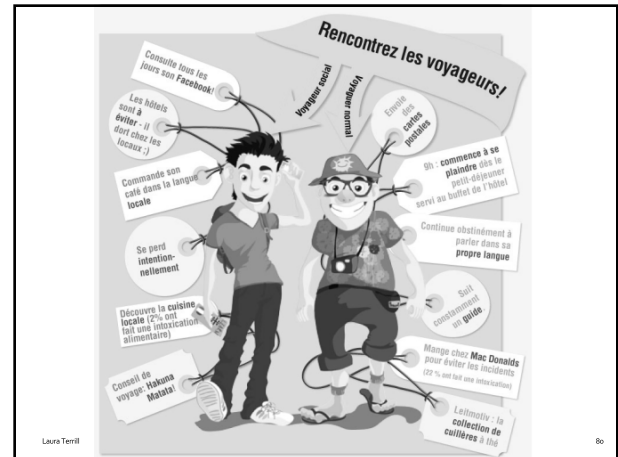
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Interpretive Mode

Learners understand, interpret, and analyze what is heard, read or viewed on a variety of topics.



Contemporary Life: Vacation Time Why travel? What is the ideal vacation?



Contemporary Life: Consumerism

What type of consumer am I?



Made in Bangladesh

<https://www.youtube.com/watch?v=d7aQInsH6cc>



Made in Bangladesh

Provide sentences in target language. Try to use cognates and circumlocution as much as possible at this point. Then, if you want them to have a specific word like "sewing" connect it to the cognate or definition you use in the either/or activity.

- She works in the US or in Banglesh.
- She works in a factory or in a school - by making the choice obvious you are able to embed new words in context.
- She makes clothes or she makes computers.
- She likes her work or hates her work.
- The boxes stay in Bangladesh or go to many countries.

Show the video in chunks at this point. Stop and have them retell the story in their own words.

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Working with Interpretive Texts

- Minimize worksheets
- Teach in target language
- Pace the way the text is used, not all in one class
- Plan the "before" activity to create interest, activate prior knowledge
- Plan the "during" reading activities to ensure that each student reads and thinks actively about what they are reading
- Plan the "after" reading to allow students to extend their learning

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Remember: Everything is done in the target language.

Proof for		Proof against
	Valentine's Day is very popular in Latin America.	
	About half of all Mexicans celebrate St. Valentines' Day	
	Someone who hates Valentine's Day would not want to live in Chile.	
	Only 3 countries in South America celebrate St. Valentine's Day.	

Process:

1. Students complete proof for/proof against individually.
2. They pair and compare answers.
3. They collaborate to write additional statements.
4. They combine with another pair to share statements.
5. They write 2 additional statements and exchange with another pair.

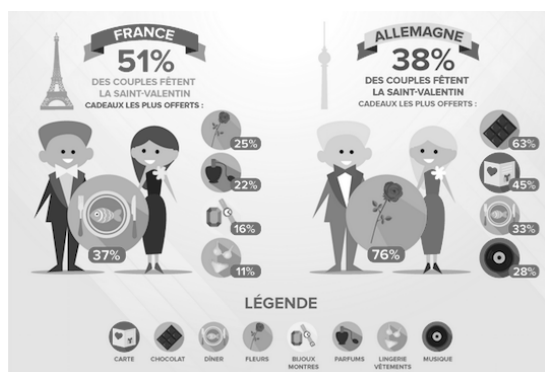
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Personalization

1. What country do you prefer? Why?
2. What did you do?
3. What did you buy?
4. Is Valentine's Day important? Why or why not?

Remember: Everything is done in the target language.

Qu'est-ce que tu as fait pour célébrer la fête de Saint Valentin?

	la question	Oui....	Non....
célébrer	Tu as célébré...?	Oui, j'ai célébré...	Non, je n'ai pas célébré...
dîner	Tu as dîné....?	Oui, j'ai dîné.	Non, je n'ai pas dîné.
acheter	Tu as acheté...?		
écouter de la musique		<div>Co-construct Pretend you are the author of a grammar textbook. How would you explain the rule?</div>	
voyager			
regarder un film			
Je n'ai rien fait! Je déteste la fête de Saint Valentin!			

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Guess the answer.



1. Tu as regardé un film?
2. Tu as écouté de la musique?
3. Tu as acheté du parfum?
4. Tu as dîné au restaurant?
5.
6.
7.

Exit Slip: Write 3 things you did or didn't do for Valentine's Day.

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ACTFL IPA INTERPRETIVE TASK COMPREHENSION GUIDE

- Key Word Recognition (*English to Target Language*)
- Main Idea(s)
- Supporting Details
- Organizational Features
- Guessing Meaning from Context (*TL to English*)
- Inferences
- Author's Perspective
- Comparing Cultural Perspectives
- Personal Reaction to the Text

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Integrated Performance Assessment Interpretive Mode – ALL LEVELS
Page 125 Implementing Integrated Performance Assessment (2013)

CRITERIA	Exceeds Expectations	Meets Expectations	Meets Expectations	Does Not Meet Expectations
	Accomplished Comprehension	Strong Comprehension	Minimal Comprehension	Limited Comprehension
LITERAL COMPREHENSION				
Word Recognition	Identifies all key words appropriately within context of the text.	Identifies majority of key words appropriately within context of the text.	Identifies half of key words appropriately within context of the text.	Identifies a few key words appropriately within context of the text.
Main Idea Detection	Identifies the complete main idea(s) of the text.	Identifies the key parts of the main idea(s) of the text but misses some elements.	Identifies some part of the main idea(s) of the text.	May identify some ideas from the text but they do not represent the main idea(s).
Supporting Detail Detection	Identifies all supporting details in the text and accurately provides information from the text to explain these details.	Identifies the majority of supporting details in the text and provides information from the text to explain some of these details.	Identifies some supporting details in the text and may provide limited information from the text to explain these details. Or identifies the majority of supporting details but is unable to provide information from the text to explain these details.	Identifies a few supporting details in the text but may be unable to provide information from the text to explain these details.
INTERPRETIVE COMPREHENSION				
Organizational Features	Identifies the organizational features of the text and provides an appropriate rationale.	Identifies the organizational features of the text; rationale misses some key points.	Identifies in part the organizational features of the text; rationale may miss some key points. Or, identifies the organizational features of the text but is not successful.	Attempts to identify the organizational features of the text but is not successful.
Guessing Meaning from Context	Infers meaning of unfamiliar words and phrases in the text; inferences are accurate.	Infers meaning of unfamiliar words and phrases in the text. Most of the inferences are plausible although some may not be accurate.	Infers meaning of unfamiliar words and phrases in the text. Most of the inferences are plausible although many are not accurate.	Inferences of meaning of unfamiliar words and phrases are largely inaccurate or lacking.
Inferences (Reading/Listening/Viewing between the lines)	Infers and interprets the text's meaning in a highly plausible manner.	Infers and interprets the text's meaning in a partially complete and/or partially plausible manner.	Makes a few plausible inferences regarding the text's meaning.	Inferences and interpretations of the text's meaning are largely incomplete and/or not plausible.
Author's Perspective	Identifies the author's perspective and provides a detailed justification.	Identifies the author's perspective and provides a justification.	Identifies the author's perspective but justification is either inappropriate or incomplete.	Unable to identify the author's perspective.
Cultural Perspectives	Identifies cultural perspectives/norms accurately. Provides a detailed connection of cultural products/practices to perspectives.	Identifies some cultural perspectives/norms accurately. Connects cultural products/practices to perspectives.	Identifies some cultural perspectives/norms accurately. Provides a minimal connection of cultural products/practices to perspectives.	Identification of cultural perspectives/norms is mostly superficial or lacking. And/or connection of cultural products/practices to perspectives is superficial or lacking.

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IPA Interpretive Comprehension Literal Comprehension

	Strong Comprehension	Meets Expectations	Approaching Expectations	Minimal Comprehension
Word Recognition	Identifies all key words appropriately within context of the text.	Identifies majority of key words appropriately within context of the text.	Identifies half of key words appropriately within context of the text.	Identifies a few key words appropriately within context of the text.
Main Idea Detection	Identifies the complete main idea(s) of the text.	Identifies the key parts of the main idea(s) of the text but misses some elements.	Identifies some part of the main idea(s) of the text.	May identify some ideas from the text but they do not represent the main idea(s).
Supporting Detail Detection	Identifies all supporting details in the text and accurately provides information from the text to explain these details.	Identifies the majority of supporting details in the text and provides information from the text to explain some of these details.	Identifies some supporting details in the text and may provide limited information from the text to explain these details. Or identifies the majority of supporting details but is unable to provide information from the text to explain these details.	Identifies a few supporting details in the text but may be unable to provide information from the text to explain these details.

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IPA Interpretive Comprehension Figurative Comprehension

	Strong Comprehension	Meets Expectations	Approaching Expectations	Minimal Comprehension
Organizational Features	Identifies the organizational features of the text and provides an appropriate rationale.	Identifies the organizational features of the text; rationale misses some key points.	Identifies in part the organizational features of the text; rationale may miss some key points. Or, identifies the organizational features of the text but is not successful.	Attempts to identify the organizational features of the text but is not successful.
Guessing Meaning from Context	Infers meaning of unfamiliar words and phrases in the text. Inferences are accurate.	Infers meaning of unfamiliar words and phrases in the text. Most of the inferences are plausible although some may not be accurate.	Infers meaning of unfamiliar words and phrases in the text. Most of the inferences are plausible although many are not accurate.	Inferences of meaning of unfamiliar words and phrases are largely inaccurate or lacking.
Inferences	Infers and interprets the text's meaning in a highly plausible manner.	Infers and interprets the text's meaning in a partially complete and/or partially plausible manner.	Makes a few plausible inferences regarding the text's meaning.	Inferences and interpretations of the text's meaning are largely incomplete and/or not plausible.
Author's Perspective	Identifies the author's perspective and provides a detailed justification.	Identifies the author's perspective and provides a justification.	Identifies the author's perspective but justification is either inappropriate or incomplete.	Unable to identify the author's perspective.
Cultural Perspectives	Identifies cultural perspectives/norms accurately. Provides a detailed connection of cultural products/practices to perspectives.	Identifies some cultural perspectives/norms accurately. Connects cultural products/practices to perspectives.	Identifies some cultural perspectives/norms accurately. Provides a minimal connection of cultural products/practices to perspectives.	Identification of cultural perspectives/norms is mostly superficial or lacking. And/or connection of cultural products/practices to perspectives is superficial or lacking.

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La adicción a las compras



LA ADICCIÓN A LAS COMPRAS es un impulso incontrolable para adquirir objetos inútiles o innecesarios. La gratificación deriva, más que de la utilidad de los productos, del propio proceso de comprar. Este consumo, no planificado, va más allá de las posibilidades económicas de la persona y le lleva a tener un exceso en sus gastos e incluso a generar deudas.

Entre las causas que mueven a comprar de forma desmesurada no se encuentra la necesidad, sino un descontrol de los impulsos y un pensamiento irracional que surge de una necesidad emocional, de la falta de autoestima, de un vacío o de la imposibilidad de soportar frustraciones y problemas.

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Shopping addiction is an uncontrollable impulse to acquire useless or unnecessary objects. Gratification is derived, not from the utility of the products, but from the act of buying. This unplanned consumption goes beyond the economic possibilities of the person and leads him to have an excess in expenditures and even generate debts.

Among the causes that move disproportionately to buy is not a necessity but a lack of control of impulses and irrational thought that arises from an emotional need, lack of self-esteem, a vacuum or inability to withstand frustrations and problems.

Key Word Recognition

Find the following Spanish words in the article.

1. impulse
2. useless
3. vacuum
4. tolerate
5. unplanned
6. among the causes
7. self-esteem
8. necessity

Strong Comprehension	10	Identifies all key words appropriately within context of the text.
Meets Expectations	9	Identifies majority of key words appropriately within context of the text.
Approaching Expectations	8	Identifies half of key words appropriately within the context of the text.
Minimal Comprehension	7	Identifies fewer than half of key words appropriately within the context of the text.
Not yet	6	Struggles to understand key words within the context of the text.
No Comprehension	5	Does not identify any of the words appropriately within the context of the text.

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Main Idea

What is the main idea of this article? Answer in English.

Strong Comprehension	10	Identifies the complete main ideas(s) of the text.
Meets Expectations	9	Identifies the key parts of the main ideas(s) of the text but misses some elements.
Approaching Expectations	8	Identifies some parts of the main idea(s) of the text.
Minimal Comprehension	7	May identify some ideas from the text but they do not represent the main idea(s). They are supporting details.
Not yet	6	Struggles to identify the main idea; may identify a detail that is not relevant to main idea.
No Comprehension	5	Does not provide a response.

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Supporting Details

Indicate if a detail is true, false or not mentioned in the article. Copy the information in Spanish that is given for each detail that is true or false.

True	False	Not in text	Statement	Copy the phrase that gives evidence for or against the statement.
			Those who shop to excess often incur debt.	
			Compulsive shoppers shop out of emotional necessity.	
			Compulsive shoppers usually buy more and more each time.	
			Shopping gives some people a rush of adrenaline.	
			Compulsive shoppers have trouble dealing with frustrations and problems.	
			Compulsive shoppers buy items that are not needed.	

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Supporting Details

Indicate if a detail is true, false or not mentioned in the article. Copy the information in Spanish that is given for each detail that is true or false.

Strong Comprehension	10	Identifies all supporting details in the text and accurately provides information from the text to support these details.
Meets Expectations	9	Identifies the majority of supporting details in the text and provides information from the text to support some of these details.
Approaching Expectations	8	Identifies half of the supporting details in the text and may provide limited information from the text to support these details.
Minimal Comprehension	7	Identifies a few supporting details in the text but may be unable to provide information from the text to explain these details.
Not yet	6	Incorrectly identifies most details and is not able to provide accurate information for those details.
No Comprehension	5	Does not provide a response.

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Guessing Meaning from Context

Based on this text, write what the following words/expressions probably mean. Give your answer in English.

1. la gratificación **deriva**
2. un **pensamiento** irracional
3. la falta de autoestima
4. tener un **exceso**
5. generar **deudas**
6. **soportar** frustraciones

Strong Comprehension	10	Infers meaning of all unfamiliar words and phrases in the text. Inferences are accurate.
Meets Expectations	9	Infers meaning of more than half of unfamiliar words and phrases in the text. The inferences are plausible although some may not be accurate.
Approaching Expectations	8	Infers meaning of half of unfamiliar words and phrases in the text. The inferences are plausible although many are not accurate.
Minimal Comprehension	7	Infers meaning of less than half of unfamiliar words and phrases in the text. The inferences are plausible although many are not accurate.
Not yet	6	Attempts to infer meaning but inferences are not plausible or are not in the context of the text.
No Comprehension	5	Inferences of meaning of unfamiliar words and phrases are largely inaccurate or lacking.

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Inferences

Is the author critical of or understanding of the shoppers he describes in the article? Support your answer with evidence from the text. Give your answer in English.

Strong Comprehension	10	Infers and interprets the text's meaning using clear evidence from the text.
Meets Expectations	9	Infers and interprets the text's meaning in a partially complete and/or partially plausible manner.
Approaching Expectations	8	Makes a few plausible inferences regarding the text's meaning.
Minimal Comprehension	7	Inferences and interpretations of the text's meaning are incomplete and/or not supported by evidence from the text.
Not yet	6	Inferences are made, but they are random guesses not supported by the text.
No Comprehension	5	Does not provide a response.

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Cultural Perspectives

What have you learned about the target language culture from this article? Would this article have been different if it had been written for a US audience? Give your answer in English.

Strong Comprehension	10	Identifies cultural perspectives/norms accurately. Provides a detailed connection of cultural products/practices to perspectives.
Meets Expectations	9	Identifies some cultural perspectives/norms accurately. Connects cultural products/practices to perspectives.
Approaching Expectations	8	Identifies some cultural perspectives/norms accurately. Provides a minimal connection of cultural products/practices to perspectives.
Minimal Comprehension	7	Identification of cultural perspectives/norms is mostly superficial or lacking And/or connection of cultural practices/products to perspectives is superficial or lacking.
Not yet	6	Cultural statements are made, but no connection is made between practices, products and perspectives.
No Comprehension	5	Does not provide a response.

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Spanish Listening

¿Fuiste a una escuela pública o privada?

Check all that apply.

- ☐ 1. Sorie goes to a public school.
- ☐ 2. Sorie goes to a private school.
- ☐ 3. She likes both public and private schools.
- ☐ 4. She got a good education.
- ☐ 5. She was not able to study English.
- ☐ 6. Her school is strict.
- ☐ 7. She was not required to wear uniforms.
- ☐ 8. She did have to do a lot of homework.

Explain how you and Sorie are similar and different with regard to going to school. Write at least 2 statements in Spanish.

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Key Word Recognition

Strong Comprehension	10	Identifies all key words/ideas appropriately within context of the text.
Meets Expectations	9	Identifies majority of key words/ideas appropriately within context of the text.
Approaching Expectations	8	Identifies half of key words/ideas appropriately within the context of the text.
Minimal Comprehension	7	Identifies fewer than half of key words/ideas appropriately within the context of the text.
Not yet	6	Struggles to understand the key ideas appropriately within the context of the text.
No Comprehension	5	Does not identify any of the words/ideas appropriately within the context of the text or does not respond.

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Interpersonal Mode

Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.



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BUILDING TOWARD INTERPERSONAL COMMUNICATION



- Circumlocution
- Asking questions
- "Forced" elaboration
- Question and answer frames

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Practice Circumlocution

What's different?



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Ask questions



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Ask Questions



- Who?
- What?
- When?
- Where?
- Why?
- Which would?
- If...then?
- Who can?
- How did?



- In the text "right there" (text explicit)
- In my head "think and search" (text implicit)

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"Force" Elaboration

Create a sentence that combines the ideas in both images.



1. **but**
2. **not**
3. **never**
4. **and**
5. **because**
6. **then**
7. **always**



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"Force" Elaboration

Create a sentence that combines the ideas in both images.



1. **but**
2. **not**
3. **never**
4. **and**
5. **because**
6. **then**
7. **always**



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"Force" Elaboration

What did you do over the weekend?

1. I wanted to...
2. I felt bad when...
3. I would have..., but...
4. I was glad that...
5. My parents insisted...
6. I was annoyed...
7. I didn't get to...



Find out what your partner did last night.
Ask a follow-up question to get more details.

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Discuss your vacation plans with your partner.



Determine sentence and answer frames as new vocabulary is introduced.

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Do you want to? I want to... I don't want to...



explore a cave

Question/answer frames
Possible answers
3 new activities



play in the waterfall

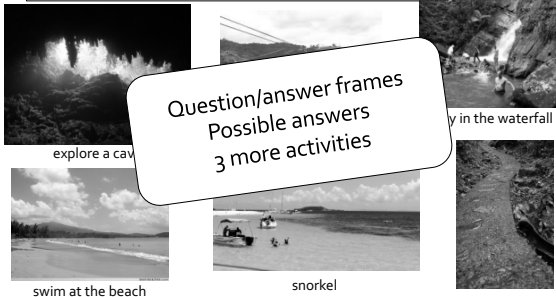
Yes, I want to explore the cave.
No, It's too hot. I want to play in the waterfall.

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Do you want to..... or.....?
I want to... I don't want to...
First, I want to.... Then, I want to...because...

Question/answer frames
Possible answers
3 more activities



explore a cave

swim at the beach

snorkel

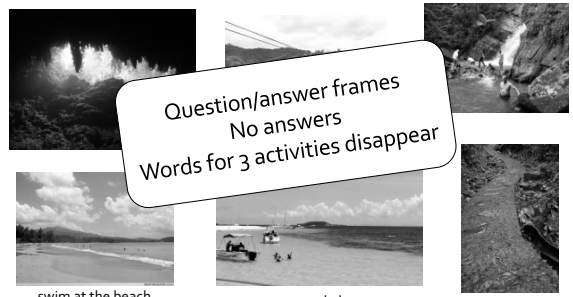
hike in the rainforest

Yes, I want to explore the cave.
No, It's too hot. I want to play in the waterfall.

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Do you want to..... or.....?
I want to... I don't want to...
First, I want to.... Then, I want to...

Question/answer frames
No answers
Words for 3 activities disappear



swim at the beach

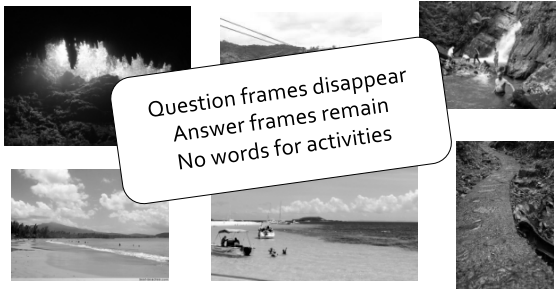
snorkel

hike in the rainforest

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I want to... I don't want to...
First, I want to.... Then, I want to...

Question frames disappear
Answer frames remain
No words for activities






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Discuss your vacation plans with your partner.



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Structured Debate

San Juan

Humacao

Where would you rather live and why?
What might cause you to change your mind and why?

Laura Terrell

Structured Debate

Should begging be banned from downtown areas?


Beggars are being banned from downtown areas. It's against the law to beg in the streets or in public transportation. If beggars are caught, they must pay a fine of about \$75.00.

Roles in the debate:

- the mayor of the city
- a beggar
- a resident of the city
- a representative of a foundation that helps the poor

Consider:

- the need to enact laws for public good
- the need for food and shelter for the homeless or unemployed
- the need to feel safe in the streets
- where the beggars go when they leave the city
- the impact of the current economic conditions on poverty



<http://sjsourcactu.com/debat/>

Laura Terrell

Vacation Time — Why travel?

Prompt

You are talking over your vacation plans with a friend. You are both fortunate enough to be headed for destinations where the target language is spoken. Ask and answer questions to find out the details. Identify similarities and differences between your vacations. Be sure to comment on cultural aspects of your vacation. You will select an image at random and should work information about that image into your plans.

Consider:

- Time and place
- Activities
- Similarities and differences
- Cultural activities



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Interpersonal Rubric

	Strong Performance 10 9	Meets Expectations 8	Approaches Expectations 7	Minimal Performance 6
How well am I understood?	I am easily understood. My errors in speaking are minor and do not interfere with communication.	I am understood most of the time. I may need to repeat or reword occasionally. My errors in speaking do not interfere with communication.	I am difficult to understand at times. I may ask for help expressing ideas. Some errors may interfere with communication.	I am extremely difficult to understand. I repeat frequently. My errors interfere with communication.
How involved am I in the conversation?	I ask a variety of relevant questions to keep the conversation going. I respond to questions and/or add follow-up comments. I encourage others to participate.	I ask relevant questions to keep the conversation going. I respond to questions and/or make a follow-up comment. I am an equal participant in conversation.	I ask a few relevant questions. I give simple or minimal answers to questions.	I ask random questions that may or may not be on topic. My participation is minimal.
How easily do I deliver my thoughts?	My conversation flows with few pauses.	I pause but my hesitations seem natural. I complete my thoughts.	I hesitate often and pauses are awkward. I have few or no incomplete thoughts.	My speech is slow and halting; long pauses may occur. I struggle to complete or do not complete thoughts.
How do I demonstrate that I can correctly use the new vocabulary from the unit?	I successfully use many new words and personal vocabulary related to the unit. I elaborate to complete the task.	I successfully use new words related to the unit to complete the task.	I successfully use a few of the new words related to the unit to partially complete the task.	I rely on simple and very familiar vocabulary to partially complete the task.
What cultural knowledge and understandings do I share?	I add relevant information about the target culture. I use cultural gestures and/or expressions appropriately.	I refer to relevant information about the target culture. I may use cultural gestures and/or expressions appropriately.	I make limited or no references to the target culture. I may use a cultural gesture or expression.	I respond only from the personal point of view or my own perspective.

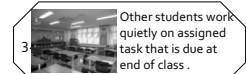
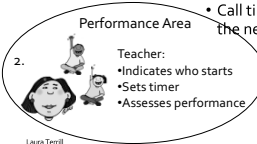
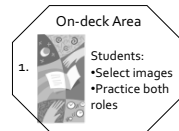
Interpersonal Assessment Guidelines

- The assessment is between 2 students who are selected at random.
- Students are given up to 2 minutes to show what they can do.
- If a prompt requires images, they should be images that have been used throughout the unit and images that reflect the target culture.
- Retakes are allowed. The second score counts. There is no need to change the prompt. If images were used, the images would be different.
- If doing the Global project, the images can come from what was shared by students during the class.

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Testing Day



- Use the technology that is available to you, low-tech options will work
- Select random partners on the day of the test, determine and post the order
- Assign work to students, often a presentational assessment will work well
- Create an ondeck area where each pair draws a situation at random, practices for 2 minutes and prepares to take either part
- Move the ondeck students to a station in front of you. Give students up to 2 minutes to complete the task and indicate which partner should start the conversation.
- Call time if necessary. Mark the rubric before asking the next pair to move to the station in front of you.

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Presentational Mode

Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.



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Writing is Thinking



Writing Makes Thinking Concrete

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Target Percentage Distribution of NAEP writing tasks

Communicative Purpose	Grade 8	Grade 12
To persuade	35	40
To explain	35	40
To convey experience	30	20



Pathways to the Common Core
Accelerating Achievement
Calkins, Ehrenworth, Lehman

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Writers consume more than they produce.



- Read like a writer.
- "Steal" characteristics of good text.
- Imitate familiar genres.

Keep a writing log. Write about the writing itself. Copy interesting sentences and comment on what makes them effective. Consider how the author gets the reader's attention. Think about how you might use a certain technique.

Laura Terrill

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Less is more?



<http://www.sixwordmemoirs.com>



Laura Terrill

101 Words

101 word short stories. Chisel your words wisely.

<http://www.101words.org/>



FLASH FICTION ONLINE

<http://flashfictiononline.com/main/>

<http://olc.spsd.sk.ca/de/pd/instr/strats/storymapping/index.html>

Six Word Memoirs

6 sometimes a teacher, always a learner
by **in PY6** at **Alman Academy** | Comment |

6 school is where you learn stuff
by **Cole** in **Creative Writing at International Ivy** | Comment |

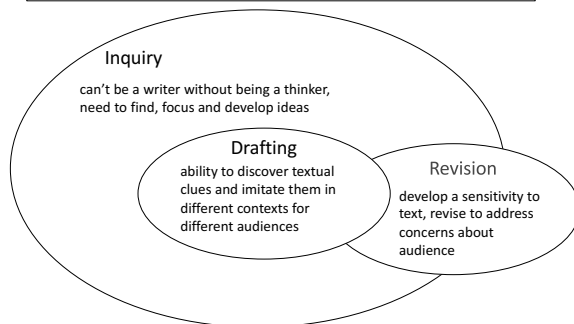
6 happy pets nice family and friends
by **Lian Roland** in **Creative Writing at International Ivy** | Comment |

6 Why am I the only one?
by **Lily S.** in **Creative Writing at International Ivy** | Comment |

6 I caught a fish. Never mind.
by **Amanda Werner** in **Creative Writing at International Ivy** | 1 comment |

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Inquiry informs each stage of the writing process



Laura Terrill

Strategic Writing
Deborah Dean

6 + 1 Traits of Writing

Ruth Culham



- Ideas
- Sentence Fluency
- Organization
- Word Choice
- Voice*
- Conventions
+ Presentation

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Ideas

Ideas make up the content of the piece. Writers move from the general to the specific. *"They describe the bits and pieces of life, the ordinary, in extraordinary ways...They have something to say in their writing that no one else does. Their ideas come alive!"*

Ruth Culham

Laura Terrell

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Use Inquiry

Inquiry is essential to good writing.

- images, art
- talking
- reading
- viewing

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Ask the Questions — Write the Story



<http://sjour1actu.com/monde/lecture-d-image-enfants-bonheur-mali>

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Une carte postale arrive 72 ans plus tard

Mardi 1 septembre, 06h16

Cette carte postale est arrivée à la poste de Monaco la semaine dernière, en provenance du centre de tri de Nice.

Arrivée le 25 août 2009, la carte avait été postée le... 11 août 1937!

Postée à Saint-Etienne-de-Tinée, dans les Alpes-Maritimes, par M. Achierdi, cette carte postale était destinée à Fernande, sa fiancée.

Une fiancée décédée en 1969.....



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Sentence Fluency

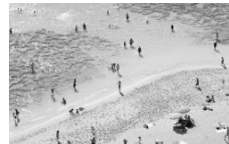
"Fluent writing is graceful, varied, rhythmic — almost musical. It's easy to read aloud. Sentences are well built. They move. They are varied in structure and length. Each one seems to flow right out of the one before."

Ruth Culham

Laura Terrell

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Write 5 sentences about summer.....



It's summer. It's hot. I love to swim. I like the beach. I like to play volleyball.

Laura Terrell

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Teach transitions



but
and then
at first
however
often
later
perhaps
by the way
on the contrary
and
briefly

also
still, always
as, like
for example
in this way
suddenly
because
especially
in any case
finally
now

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What is the definition of a sentence?



Building Blocks

"It answers at least 3 questions."



I met a very interesting person

where ?

with whom?

when ?

why?

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Organization

"Herding cats.....The art of getting those ideas together, heading them out on the trail with a great sendoff; creating sequence, transitions, and a fine sense of pacing along the way; and, at the end of the drive, rounding them up....."

Ruth Culham

Laura Terrell

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An unusual event.....

1. Write an interesting topic sentence.



Sentence 2

Sentence 3

Sentence 4

2. Write a solid closing sentence.

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It was a dark and stormy night when Zapata met El Chupacabra.

—
—
—

Sadly Zapata learned too late that nightmares do come true.

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Word Choice



"Word choice is about the use of rich, colorful, precise language that communicates.. in good descriptive writing, strong word choice clarifies and expands ideas. In persuasive writing, it moves you to a new vision of things. In narrative writing, it creates images in your mind that are so real, you feel like you are part of the story itself."

Laura Terrell

Ruth Culham

150

Expand a Headline

Ce couple de retraités achète une maison et tombe sur un vrai trésor enfui dans sa grange

This retired couple buys a house and falls upon a true treasure hidden in the barn.



<http://www.actupus.com/ce-couple-de-retraites-achetent-une-maison-et-tombent-sur-un-vrai-tresor-enfui-dans-leur-grange/>

Laura Terill

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Teammates Consult



Why should we preserve world heritage sites?

Read the infographic. Discuss with your group. Then, pick up a pen and write an answer in your own words.

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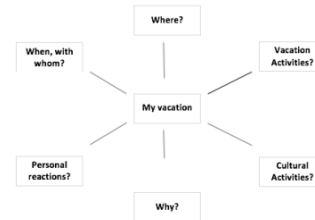
153

Vacation Time — Why vacation?

Write about a vacation you want to take where the target language is spoken. Explain why you want to go there. Comment on activities that you are going to do so that you can experience as much of the target culture as possible. Be sure to share your reactions to the vacation.

Part 1: Jot down words and phrases that relate to each of the questions on the graphic organizer.

Note to teacher - The graphic organizer should be in the target language.



Part 2: Write a paragraph sharing information about your vacation. Use the information you've listed above to organize your thinking.

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Presentational Rubric

	Strong Performance 10 9	Meets Expectations 8	Approaches Expectations 7	Minimal Performance 6
Am I understood?	My writing is clearly understood; the reader understands the writer's intent without extra effort. Errors do not interfere with message. Good to consistent control of structure(s) studied in the unit.	My writing is generally understood; but reader may have to occasionally reread a phrase or sentence to understand. Errors do not interfere with message. Partial control of structure(s) studied in the unit.	My writing is generally understood, but the reader may have to be willing to make a guess or reread to understand. Errors occur and do cause some confusion for the reader. Inappropriate or inconsistent use of studied structure(s).	My writing is extremely difficult to understand; Errors interfere with communication. Minimal or no use of studied structure(s).
How rich is my vocabulary?	I use a wide variety of familiar vocabulary, correctly and appropriately incorporate new expressions from the current unit of study. I include personal vocabulary.	I use a variety of familiar vocabulary, correctly and appropriately incorporate a few new expressions from the current unit of study.	I use simple, familiar vocabulary, correctly; and I may use a few new expressions from the current unit of study.	I rely on simple and very familiar vocabulary.
How well do I complete the task?	I complete each part of the task adding some details beyond given expectations.	I complete each part of the task.	I complete most of the task.	I complete some of the task, but key components are missing.

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Presentational Rubric, part 2

	Strong Performance 10 9	Meets Expectations 8	Approaches Expectations 7	Minimal Performance 6
How organized is my writing?	My ideas are presented in an organized manner. My sentences are varied and interesting and I use transitions to connect my thoughts.	My ideas are presented in a somewhat logical manner. I have some interesting sentences and use transitions to connect my thoughts.	My ideas are shared in a random fashion. My sentences follow a predictable pattern.	My ideas are not presented in a logical manner. I struggle to produce sentences and my thoughts may be incomplete.
How are knowledge and understanding of the target culture represented?	Comparisons between target language and American culture are accurately presented.	Information about the target culture is accurately presented.	Information about the target culture is presented, but may or may not be accurate.	The information that is shared is primarily from personal point of view. There is little to no mention of the target culture.

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Presentational Project

Where did you go? What did you do?

Lucky you! You had the chance to take a trip last year in your country. Now, you have the opportunity to share the best of your trip with others. Your presentation will be shared both orally and in writing with others. This is a continuation of the identity project that you have done with the previous units. Be sure that your vacation focuses on a vacation that is possible and popular in your "home" country.

Your presentation must include the following information:

- Key details - where, when, with whom
- General geographic information - maps and key points of reference
- Cultural Activities specific to destination - food, monuments, festivals, etc.
- General Activities - what you did or did not do depending on weather
- Tourist details - where you stayed, souvenirs you bought

Each detail should be supported by images that enhance what you plan to say. The images must be culturally authentic. Write a script for the project. Uses images and appropriate captions on your slides.

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Presentational Writing (Script and Visual Product)

	Strong Performance 10 9	Meets Expectations 8	Approaching Expectations 7	Below Expectations 6
How accurate is my language?	I have full control of studied structures. Any other errors are minor and do not interfere with message.	I have good control of studied structures, but may occasionally make an error. Any other errors are minor and do not interfere with message.	I have partial control of studied structures. Errors begin to cause some confusion for the reader.	I have little to no control of studied structures. The reader is often confused even when rereading the text.
How rich is the vocabulary?	I take risks while appropriately using a wide variety of new vocabulary, including new personal vocabulary.	I use a wide variety of new vocabularies appropriately.	I mostly use a wide variety of familiar vocabulary, and may include a few new vocabularies.	I rely on simple and familiar words that sometimes may not relate to the topic.
How well do I complete the task?	I elaborate to complete the task by adding interesting and relevant details.	I complete the task.	I complete most of the task.	I omit major portions of the task.
How are knowledge and understanding of the target culture represented?	I accurately present information about the target culture; the relationships among products, practices and perspectives are included.	I accurately present information about the target culture; products, practices and perspectives are identified.	I present some information about the target culture; some products and/or practices are identified.	I present some information about the target culture, but do not attempt to include products, practices or perspectives.
How organized is my presentation?	My ideas are presented in an organized manner. My sentences are varied and interesting. Most of my sentences answer 3 or more questions. I use transitions to connect my thoughts.	My ideas are presented in a somewhat logical manner. I have some interesting sentences that answer 3 questions. I use some transitions to connect my thoughts as needed.	My ideas are shared in a random fashion. I have very few detailed sentences that answer multiple questions. I attempt, but use transitions incorrectly or not at all.	My ideas are not expressed in complete sentences and contain minimal detail. My ideas are presented in a very random order.

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Presentational Speaking

	Strong Performance 10 9	Meets Expectations 8	Approaching Expectations 7	Below Expectations 6
Am I understood?	My pronunciation imitates an authentic accent. Any errors in pronunciation do not interfere with understanding. Speech is smooth and natural with few hesitations.	My accent generally imitates an authentic accent. Errors in pronunciation rarely interfere with understanding. Speech sounds like a script is being read at times, and/or may be delivered too quickly.	My accent sounds more American than one that is authentic. Errors in pronunciation may occasionally interfere with understanding. Speech sounds like a script is being read and delivery lacks natural intonation.	I did not say enough to allow my speech and pronunciation to be assessed. My delivery was halting and hard to follow.
Is the presentation interesting and informative?	I used visuals, sound and design to effectively emphasize the key ideas in the presentation, to help the audience follow the storyline of the presentation, and to maintain the audience's attention. The content of the presentation is thoughtfully selected with the audience and purpose in mind.	I used visuals and/or sound and design in the presentation help the audience focus on the key ideas and follow the sequence of information. The content of the presentation is selected with the audience and purpose in mind.	I used visuals and/or sound and design in the presentation. Key ideas are sometimes difficult to identify because at times there may be too many visuals or sound/design elements. The content of the presentation is selected according to instructions but needs more careful thought in terms of what information is interesting and informative for an audience of teenagers.	I did not use visuals, sound and/or design to in ways that enhanced the content of the presentation. I did not take the audience into consideration when selecting and organizing content.

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Prior lessons

- Greet at door with hello and handshake
- Hand each student a location card showing a city, have name of city written on back of image – postcards are perfect.
- Let students sit where they want.
- Introduce yourself with PPT slide with pictures – name, where you live and with whom – I live in Indianapolis with my husband and cat.
- Engage students in same conversation, but they live where their picture is, make sure students can locate where they live on world map
- Scaffold activity by having language students will use on slides, model with students, have 2 students model until you are sure the pattern is known
- Train students for inner-outer circle pattern you will use, clipboard in hand (Class Dojo, etc) listen in as students talk.
- Move into next part of the lesson.

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Lesson Can Do Statements



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- I can name several French-speaking cities
- I can locate and identify percent of population on each continent
- I can ask and answer questions about where they live - planet, continent, country, city.

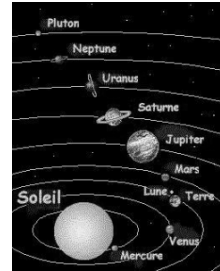
Sample Can Do:
I can say where I live.



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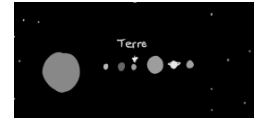
363

Les planètes du système solaire



- Où tu habites?
- J'habite.....

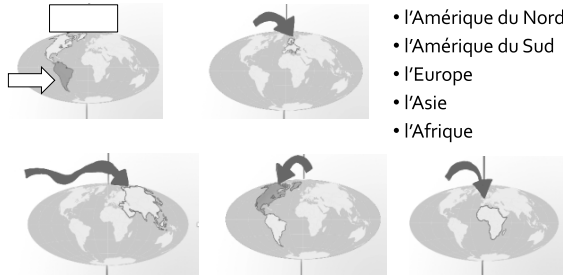
la planète Terre.



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Où tu habites....? Tu habites....?
J'habite.....



- l'Amérique du Nord
- l'Amérique du Sud
- l'Europe
- l'Asie
- l'Afrique

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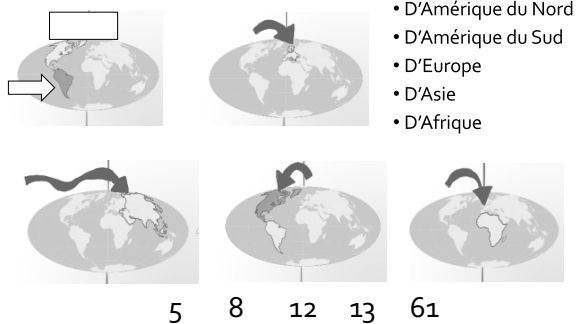
IMAGINER



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Combien de personnes sont d'origine....

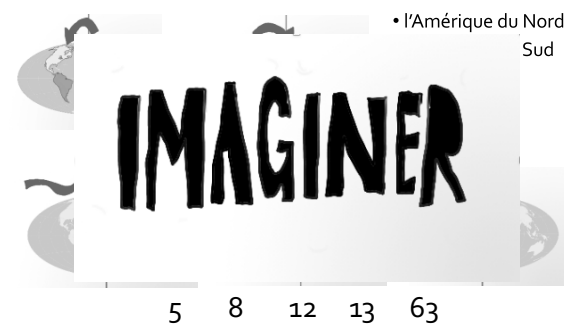


- D'Amérique du Nord
- D'Amérique du Sud
- D'Europe
- D'Asie
- D'Afrique

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Combien de personnes habitent....?
Il y en a (5).



- l'Amérique du Nord
- Sud

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Combien de personnes habitent...? Il y en a (5).



8 - huit



12 - douze

- l'Amérique du Nord
- l'Amérique du Sud
- l'Europe
- l'Asie
- l'Afrique



61 - soixante-et-un



5 - cinq



13 - treize

5

8

12

13

61

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Quick Write - Où tu habites? J'habite....



- l'Amérique du Nord
- l'Amérique du Sud
- l'Europe
- l'Asie
- l'Afrique
- la planète
- au Canada, en France, au Sénégal
- la ville de...Paris, Québec, Dakar



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Sample Can Do:
I can say where I live.



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QUESTIONS



CHECK FOR LEARNING

ABC.....Summarize

Brainstorm round
a word

A	B	C	D
E	F	G	H
I	J	K	L
M	N	O	P
Q	R	S	T
U	V	W	X
Y	Z		

writing



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"If you want to feel secure,
Do what you already know how to do.

If you want to be a true professional and continue to
grow...

Go to the cutting edge of your competence,
Which means a temporary loss of security.

So whenever you don't quite
know what you're doing,
know you're growing!"

Madeline Hunter 1987

Laura Terrill

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Thank You



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